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ABSTRACT

As the originator and administrator of the Village Library Project in Alaska, Kuskokwim Community College commissioned this study to: (1) determine the status quo of the 16 village libraries in the delta area; (2) identify the factors which help determine their success; (3) determine whether they can successfully operate independently without college support and coordination; and (4) help plot the future of the village libraries. The first of six chapters briefly describes the project and the report. The second chapter details elements of the study's evaluation process: philosophical basis, calendar of events, documents reviewed, on-site activities, and report preparation. The examination of the library installations provided in Chapter 3 includes general observations, indicators of success, and recommendations for each of 10 major criteria identified as vital to the success of village libraries: physical facilities, personnel, training, collections, administration, services, community response, public relations, cultural adaptation, and networking. Chapter 4 examines the three major current support systems for village libraries: village government, Kuskokwim College and Library, and state-level support. Chapter 5 examines the unique relationship between Kuskokwim Community College and the village libraries, and the final chapter presents a summary of the evaluation findings and recommendations. Appendices include: a list of village libraries and personnel; site visit reports; a description of summer reading programs in general; and a statement on automated networking. (THC)

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THE YUKON-KUSKOKWIM VILLAGE LIBRARY PROJECT

An Evaluative Study

Prepared for

KUSKOKWIM COMMUNITY COLLEGE

and the

ALASKA STATE LIBRARY

by

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January 8, 1984

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I. INTRODUCTION

This report is an evaluative study of the village library program in the Yukon-Kuskokwim Delta area. The concept of village libraries was pursued by Kuskokwim Community College together with its adjunct, the Kuskokwim Consortium Library, in 1979. In 1980, the College received a direct and continuing appropriation of $110,000 from the State Legislature to provide the coordination, support, and training necessary to begin the process of setting up the village libraries.

Now, three years later there are 16 village libraries in the delta area (See Appendix 1). The basic funding for the library operations themselves has been provided through $5000 annual grants from the Alaska State Library. Between FY 81 and FY 84 these grants have totaled $83,323. In addition to these basic grants, the Alaska Commission on Postsecondary Education provided an additional $35,468 across FY 82 and 83. Between FY 82 and 84, Kuskokwim Community College contributed an additional $85,166 to the village library project. Between FY 81 and FY 84, the total financial investment in the establishment and operation of the village libraries has reached nearly a half million dollars ($487,208).

This study was commissioned by Kuskokwim Community College for four major reasons: (1) to determine the status quo of the village libraries; (2) to identify the factors which help determine the success of village libraries; (3) to determine whether village libraries can successfully operate independently without college support and coordination; and (4) to help plot the future of the village libraries.

This report --within the limitations described in the next chapter--addresses these issues. How the issues were addressed is detailed in Chapter II: Evaluation Procedures.

Chapter III examines the library installations themselves with particular focus on the six villages visited by the evaluators. This chapter analyzes the libraries according to the 10 major criteria which seem to be required if village libraries are to be successfully installed, effectively operated, and permanently absorbed into village thinking, living and institutionalizing.

Each of the 10 topics or criteria of Chapter III is subdivided into General Observations, Indicators of Success, and Recommendations. The recommendations will be resorted and recapped in the final chapter of this report.

Chapter IV examines the three major support systems for the village libraries to date: village government; Kuskokwim College and Library; and state-level support. The chapter closes with an analysis of future system support.

Chapter V takes a look at the special relationship which has existed between Kuskokwim Community College and the village libraries, a relationship which continues to evolve.

The final chapter (VI) will present a summary of the evaluation findings and recommendations.

Before proceeding to the fine mesh of this report, the reader will be in a better position to judge its contents if he is aware of how the evaluation process --with its strengths and limitations-- was conceived formulated, and carried out. This will be found in the next chapter.

II. EVALUATION PROCEDURES

The approach to evaluation used in the preparation of this study can best be reviewed under five headings: (1) Philosophical Basis, (2) Calendar of Events, (3) Documents Reviewed, (4) On-Site Activities, and (5) Report Preparation.

Philosophical Basis

Two basic principles of evaluation were selected as uppermost for this study. The first principle is that of developing the evaluation process according to audience information needs. In this case, the prime user of the information is the administration of Kuskokwim Community College which commissioned this study. A second important audience includes the administrators of the Alaska State Library who approved the use of funding for the study and who are constantly concerned about improving the delivery of services. The third group of direct beneficiaries of this report includes the 16 Library Aides in the delta area, those who are responsible on a daily basis for the successful implementation of library services.

Others, of course, may benefit indirectly from the study, village administrators, for example, or village librarians in other parts of Alaska. In the course of this evaluation, however, we were concerned mainly with generating the information which would be most pertinent and useful to the three main audiences mentioned above. As the Calendar of Events will show, it is to these audiences that we turned to determine the prioritization of information needs which could be addressed within the time and budget scope of this study.

The second major principle of evaluation which was deemed of equal importance was that the study results should be formative rather than summative. It was conceived that the evaluation process should result in a report and recommendations which would help support, strengthen, and enhance the benefits being provided by the village library program (assuming, of course, that there is a sound rationale for the very existence of village libraries).

Thus, a calendar of events was followed which would determine and delimit the information needs of the prime audiences of this study and which would establish the methodology for gathering and analyzing the pertinent data in a way which would allow it to be presented in a timely report.

Calendar of Events

Oct. 1 Evaluation proposal submitted by Edward Tennant of Educational Research Associates, Inc. of Bellevue, WA.

Oct. 29 Planning meeting held by Audrey Kolb, Alaska State Library Coordinator for the Northern Region and Edward Tennant in Bellevue, WA to review project history and documents and to establish major evaluation concerns and processes.

Nov. 8 Telephone conversation with Teddy Wintersteen, Librarian, Kuskokwim Consortium Library, to confirm the evaluation and to discuss the evaluation timeline and procedures.

	Nov. 9	Audio conference including Bethel, St. Mary's, Hooper Bay, and Bellevue to identify information needs, discuss the content, sampling, and distribution methods of proposed survey questionnaires, and to elicit local library concerns.
	Nov. 11	Teddy Wintersteen reviews with the evaluators by telephone the contents of the community survey questionnaire. ...Further telephone conversations were held between all parties to the evaluation between Nov. 11 and Dec. 11.
Evaluation Team On-Site	Dec. 11	Sunday evening meeting in Bethel for Teddy Wintersteen, Gordon Hills, Audrey Kolb, and Edward Tennant to discuss on-site visits and evaluation procedures.
	Dec. 12	Village visits: AK to Aniak; ET to Chuathbaluk
	Dec. 13	Village visits: AK to Kwigillingok; ET to Quinhagak.
	Dec. 14	Village visits: AK to St. Mary's; ET to Pilot Station.
	Dec. 15	No village travel. Evaluators work on the study at the Bethel Library.
	Dec. 16	Evaluators meet with Kuskokwim Community College President, Fred Ali. Also with Clay Lundy, Field-based Education Coordinator and four of the village coordinators. In the afternoon, Audrey Kolb attended the Bethel Library Committee meeting and visited the Kilbuck Elementary School library and the Lower Kuskokwim School District Media Center. Edward Tennant met with Grant Shimarek, Director of the

Yup'ik Language Center to explore the common interests and avenues of support between the center and the village libraries. Exit interviews.

Documents Reviewed

The following documents were reviewed by the evaluators in the course of the study process:

Library Assistance Grant Documents and Reports: FY 1982-1984.

Village Library Correspondence: 1979-1983.

Newsletters and Memos to Village Libraries: 1980-1983.

Year-End Report on the First Year of the Yukon-Kuskokwim Village Library Project: May, 1981.

Interim Report on the Interlibrary Cooperation Assistance Grant: June, 1982.

Kuskokwim Community College, An Institutional Self Study, February, 1983.

Kuskokwim Community College, Master Plan of Goals and Objectives for 1985-1991, December, 1983.

Gordon Hills, "The Village Library Project, Yukon-Kuskokwim Delta, Alaska" (typescript submitted to the Rural Librarian, November, 1983, 17pp., 7 appendices).

Survey Questionnaires: Village Administrators (10); Library Aides (8); Community Summaries (6).

On-Site Activities

The on-site activities of the evaluators which are outlined in the above calendar of events, are presented in detail in Appendix 2: Site Visit Reports.

Report Preparation

Since one of the authors of this study resides in Fairbanks, Alaska, the other in Bellevue, Washington, the preparation of even a preliminary document has posed an uncommon challenge. Initial reports were drawn up independently according to a framework developed during the Bethel site visit. As the data were sorted and discussed by telephone after the site visit, the framework of the report was further refined. Edward Tennant prepared an initial draft of the complete report from his perspective, then forwarded this draft to Audrey Kolb for the merging of her observations and preparation of the preliminary joint report.

This draft was then reviewed by both authors and submitted as a draft to Kuskokwim Community College for the correction of factual errors and the inclusion of any late arriving, significant data, such as, perhaps from the many and varied survey questionnaires which had been distributed.

The target for the first complete draft was set for January 8, 1983, so that the basic conclusions of the study could be delivered in a timely manner.

Now to explore some of those conclusions. Do village libraries make sense? Are they workable? Are they viable?

III. LIBRARY INSTALLATIONS

A. Context and Rationale

Before examining the physical and operational dimensions of the village libraries, it is of utmost importance to explore the reasons why they exist. Do libraries in the villages make sense? Are they workable? Moreover, are they viable?

This report, like any evaluation, is to a large extent judgemental. Many of the judgements are on the simple level of comparing aspects of implementation with predetermined criteria. What is not so simple is to determine whether the basic assumptions upon which the village libraries are built are sound and broadly understood.

There is a general and widespread tendency --even among the village Library Aides-- to think of the village libraries as urban libraries in miniature. A library is, after all, a basic collection of books and print materials supplemented more and more in recent decades by non-print offerings of films, video tapes, audio recordings, photo collections, and even computer programs. The librarian keeps the library open, neat, clean, and organized, orders new materials, and orchestrates the activities and services.

As far as this mind set goes, it provides a valid basis for an urban or a village library. The rationale is that a library is a depository of knowledge, primarily in print form, which is to provide citizens with access to this knowledge whether it be for their personal growth, curiosity hunting, or sheer enjoyment.

In our society access to knowledge provides the underpinning for democracy. This is why there is a common link between schools,

literacy, and libraries. Our society could conceivably continue to thrive if literacy were the only subject taught in schools. It is difficult to think of substantive subjects which can be taught without books.

Schools have existed in the delta villages for nearly a generation. One of the most compelling goals of these schools has been to teach children how to speak, read, and write English. Progress has been telling if not swift. The slow pace of mastery of these language skills is less surprising if one is aware of the context in which they have been taught.

In most villages the sole domain of the English language, spoken or written has been the school. Although radio and television have brought more English into the homes, the Yup'ik culture and, in many cases, language are still dominant. What implications does the cultural dominance hold for village libraries?

From an educator's viewpoint, each village can be perceived as a learning community. The oldest and broadest based educational institution in the villages is the elementary school. In the last six years this broad base has been extended to the twelth-grade level with the establishment of village high schools. On the postsecondary level, Kuskokwim Community College adds an institutionally distinct dimension of educational services. If the village is viewed as a learning community, it would appear that the village library offers a third distinct, yet complementary dimension to the educational process.

Literacy, in the <u>total</u> sense of the word, is the objective common to all three educational institutions: the school, the

college, the library. To the extent that all three institutions devote their efforts to the development of a literate learning community, they are pursuing a common educational goal. The degree to which they pursue the goal in tandem will influence both the pace and the depth of learning in the community. Far from being a mere miniature urban library, a village library can serve as a significant educational institution; provided that the educational linkage between the schools, the college, and the library is perceived and, more importantly, nurtured.

The common goal of educational institutions to teach and reinforce literacy in the village context becomes more pressing when one realizes that village cultures are moving from an oral tradition to a passive visual tradition (television), before an active visual tradition (reading) has had a chance to take root. Television may hasten the development of oral English skills, but it is a major distractor in the development of reading or literacy skills.* Only a concerted educational effort on the part of village educational institutions will prevent a downslide of literacy skills in the future.

Thus, there is a strong educational rationale for the establishment of village libraries. From this rationale arises the need to make these libraries active learning centers. Here again the traditional notion of an urban library falls short of meeting the need.

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* Hard data are beginning to confirm this common observation of teachers. Cf. Norma Forbe's Alaska Television Study: "Among the students interviewed all three years, the percentage [of those who could name a book] dropped from 88% in 1979 to 67% in 1982" (quoted from Alaska Education News, November, 1983, p.8.)

Libraries are not taken for granted in the villages. Reading is not a way of life. How can libraries become active learning centers within traditional Eskimo communities?

An obvious starting point is the one which now exists: setting up small, core libraries designed according to traditional library concepts. To this core, however, can be added a number of creative dimensions which will mutiply the effectiveness of the library as a learning and literacy center within the Eskimo community.

These dimensions will be explored in the following sections of this chapter.

B. Ten Critical Dimensions

During the course of this evaluation the criteria which seemed most likely to predict the success of village libraries fell into ten major categories or dimensions. Some of these dimensions are common to any library operation, although in a village setting they may carry a significantly different amount of weight. Other of the dimensions carry so much weight of their own that they may be considered unique to a village library.

The ten dimensions which seem essential for a successful village library are:

1. Physical Facilities
2. Personnel
3. Training
4. Collections
5. Administration
6. Services
7. Community Response
8. Public Relations
9. Cultural Adaptation
10. Networking

Regarding each of these dimensions we shall make some general observations, note the apparent predictors of success, and, finally, offer any recommendations which seem appropriate.*

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* It became apparent that the size or population of the village was not a critical dimension in the success or use of the village libraries. More important were the administrative support of local government and the educational aspirations of the village.

1. Physical Facilities

General Observations

The site visits and community surveys confirmed that the location of the library within the village is of critical importance. When libraries are on the fringe of the village or in hard to reach corners, awareness of the library's existence --and subsequent patronage-- is low. On the other hand, when the library is centrally located in a frequently visited building (town hall, recreation center, post-office building) use of the library increases dramatically. One village, Hooper Bay, now has the library and the ABE program in a new building. Two cities, Aniak and Pilot Station have a new community center under construction with a room reserved for the public library.

The importance of the location of the library has not been lost on village administrators. Only four (25%) of the sixteen village libraries are still in their original location. Eight (50%) of the libraries have upgraded to a second location. Four (25%) have moved more than twice. Since each move is normally a significant upgrade, there seems to be a rapidly growing awareness of the library's importance in the village.

Since the start of the village libraries three years ago, many have considered the feasibility of combining the village library with a school library. In the several cases where this was tried, the village library eventually moved to a location of its own. Although there may arise a case where such a merger might be advisable, in most cases such a merger would weaken the purpose and function of

the village library. Most villagers are reluctant to enter the school for other than official school business even if the library has a convenient, direct entrance from outside the school which is rarely the case. To maintain library hours convenient for the community would, in most cases, present a security problem for the school. Finally, the operation and services of the two libraries are so distinct --as we shall see-- that it is difficult to see how the two management systems could be harmonized to mutual satisfaction.

Although location is of prime importance for village libraries, size certainly rates attention. Space is at a premium in every village, so it is indeed a positive sign that each library move has generally provided not only a better location but more space as well. If the library, which must be locked when not in use, can be located adjacent to other usable space, such as a meeting room or hall, the number and variety of library services can be greatly expanded.

The library furnishings are an important factor in making the library an inviting place. The physical arrangement of tables, chairs, shelves, magazine displays are as important as having efficient heating and good lighting. What is frequently overlooked is an attractive decor for the library: a colorful and informative bulletin board, children's artwork or bright posters decorating free wall space, a special table rack for new or topical books, enlarged photographs of village elders, local art, artifacts, or craftwork, special displays.

Shelving was a mixture, usually plywood units locally constructed and laminated particle board. It would be advantageous for the

libraries to select a standard library shelving system with interchangeable shelves. A versatile shelving system offers shelving of different depths to accomodate books varying in sizes from paperbacks to large atlases. Other options are also available, such as slant shelving for the display of magazines, divider shelves for recordings and picture books, and newspaper racks. By selecting a shelving system, it is possible to purchase units one to a few pieces at a time. Yet the units match in design so that it is possible to interchange individual shelves as needs and use of the library change over time.

Equipment is very limited. Only one library of the 16 has a microfiche reader--yet the fiche provide access to books, magazines, films and video tapes held in major libraries in the state--and available through interlibrary loan. While a library had a cassette player, it didn't have a record player nor a film or filmstrip projector, or video equipment.

Predictors of Success

A physical facility which is:

-centrally located

-frequently visited for other services

-of adequate space for group patronage and activities

-attractively furnished and decorated

-adequately equipped

-perceived as a community center and service.

Recommendations

1. Actively encourage the continued upgrading of library facilities according to each village's need and potential.
2. Provide directly to village administrators (with copies to librarians) information on State Library Construction Grants, particularly to those planning related construction for this summer.
3. Provide village library aides --particularly during the upcoming training-- with ideas and demonstrations on how to decorate their libraries (e.g. free Government Tourist Bureau posters and literature...exchange among librarians of culturally appropriate techniques).
4. Distribute a list of suggested furnishings, equipment and supplies appropriate for the libraries.
5. Include locking file cabinets as essential items for the village libraries (for storing non-shelf items such as typescripts or photographs, but also for library files, records, and newsletters).

2. Personnel

The Library Aide provides the second dimension critical to library success. The librarian breathes the soul of service into the physical facility. It is the librarian's competence, efficiency, enthusiasm, reliability, and ingenuity which have the most direct influence on the success of village library operations. If librarians are selected for these qualities and provided with adequate and sufficient training, the future of the village library will be greatly enhanced.

If one agrees that a village library can and should provide functions over and beyond those provided by urban libraries, then the need for specialized training beyond library science and maintenance should be provided. This training will be treated in the following section.

Since it takes a significant amount of time to train a librarian to be competent and effective in even typical library functions, it is important to use every possible means to encourage library aides to stay with the job. In asking whether the delta village libraries are now capable of operating independently, it is important to consider the turnover rate of the librarians. At the present time only eight (50%) of the libraries still have their original aide. It would seem prudent to assume that significant turnover will continue to take place in the future, that when turnover occurs only a relatively small proportion of the training --and none of the experience--is passed on, and that the consequent operation of the library is set back significantly.

What incentives will encourage the job longevity of the Library Aides? One way is to encourage recognition of the librarian's contribution to the community in as many ways as possible: citations from within and outside the community; letters from officials and administrators to village governments; articles, radio broadcasts, and perhaps a special video production for the Learn/Alaska Network.

A more effective way would be to encourage the upgrading of the Library Aide's position to more of a full time job by adding other functions (supported by different funding) which would be in consonance with the role of the library as a community learning center. Such functions might well include oral history collection, museum services, local art production and collection, Native craft making.

Finally, in order to ensure the survival of a successful library in case of turnover, each village should be encouraged (required?) to support a training program for library apprentices. At Quinhagak two apprentices were trained during the summer through a CETA program.

Predictors of Success

A Library Aide who is:

-at least a high-school graduate

-competent

-efficient

-enthusiastic

-reliable

-creative

-well trained

-committed to long-term service

-backed up by at least one apprentice/alternate.

A job position which is:

-accorded status within the village and broader community

-combined with related functions to provide full-time work

Recommendations

1. Explore sources of funding (state and federal) to provide broader library-related services and thus increase the status and income of the Library Aides.
2. Encourage (require?) local village governments to support training for library apprentices/alternates.
3. Provide and encourage recognition of the librarian's role in the village through a variety of means.

3. Training

Training has been and remains an essential condition for the success of the village library project. Training has been provided in four different ways which are listed below in a descending order of effectiveness according to responses of the Aides:

1. Annual group training
2. One-on-one training by the coordinator at the village library site
3. Telephone support mainly one-on-one, occasionally via teleconference
4. Correspondence and newsletters

The amount and type of training experienced by each Library Aide varies widely. For example, the common training provided for village librarians was attended by eight of the nine original aides in 1980 (Bethel). Nine of fourteen aides attended the training in 1983 (Aniak). Turnover among aides has most likely lowered the number of those who have experienced intensive group training. Three of the current Aides (Aniak, Hooper Bay, St. Marys) are enrolled in a Library Technical Assistants course offered by Tanana Valley Community College during Spring semester 1984. This pilot program is a multi-media distance learning program which includes audio conferences via the Learn/Alaska system.

If the village libraries are to develop into community learning centers, or even function well as traditional mini-libraries, it seems essential to ensure some type of on-going training for the forseeable future. Too many village educational programs which

showed great promise have become mere memories because not enough training was planned or because training was withdrawn prematurely. It seems essential that continued training be provided during the developmental years of the village libraries. Both the quality and quantity of training provided will have a direct causal effect on the libraries as community learning centers.

Predictors of Success

The amount and variety of training experienced by the Library Aide.

The receptivity of the Library Aide to constant training and updating.

Recommendations

1. Anticipate the need for training through a variety of forms for the foreseeable future, particularly where the notion of culturally adapted, community learning centers remains unexplored.
2. Consider for inclusion in the March workshop at St. Mary's --or other training session-- the chief conclusions and pertinent recommendations in this report and some of the following areas:

   -How to encourage and make interlibrary loans

   -How to order films and video cassettes (and use them for library programs)

   -How to use a microfiche reader

   -Have a live audio conference to demonstrate both equipment and methods of conferencing.

-How to adapt the library (facility, program, services) to local culture and values, e.g. story-knife demonstrations.

-Have each librarian write a contribution for a newsletter (give methods, ideas, an appreciation for sharing news and ideas)

-Explore networking possibilities (Cf. Dimension 10)

-Library Committees: What are they for? Who should be on them? How do you make one work?

-How to make oral history collection a part of the library operation.

-How to make plans and requests in the grant application for items needed in the library.

3. Try to provide annual training at a model village site or in Bethel, on occasion.

4. Let as much of the training as possible be via demonstration and participation. (For local cultural adaptation, the aides are the best collective resource.)

5. Prepare a clear, simple, but comprehensive handbook for village librarian training and reference. Incorporate the latest thinking pertinent to village library success. A loose-leaf format is to be preferred so that sections of the manual can be updated periodically.

Examples of sections to be included:

-procedures

-recommended book lists

-advisory committees

-public relations

-programs

-cultural adaptation

- Alaska Library Network

- Collection development

(Cf. See predictors of success)

4. Collections

General Observations

Each of the libraries visited displayed a basic collection of print materials: reference books including at least one set of encyclopedia; books of broad general interest; adult fiction; children's literature; and periodicals. The Library Aides appear to be aware of selecting new acquisitions in accord with the needs and tastes in each village. This process will continue to improve with time and experience.

In addition to print materials, some libraries are beginning to build collections of audio tapes. These tapes are of particular interest to elders and young children.

None of the libraries visited had begun to collect oral history locally although strong interest in local history was voiced. Some doubt was expressed as to whether oral history collection was an appropriate function of the village library. In addition to this indecision, limited budgets, working hours, and knowledge of how to develop such collections have limited progress in this area.

A collection of local history, not only on tape, but in print, typescript, and photographs as well, would not only generate broad community interest and support, but would also contribute a unique collection of Alaskana in each village library. Help must be provided to the librarians in locating the sources of published and unpublished local history, historical photographs of the village and delta region, and existing audio recordings. The development of local historical collections could in itself provide the basis for a

week-long workshop. Items that are irreplaceable should have copies deposited with major research libraries in Alaska. Fires have resulted in tragic losses of unique materials.

Each library visited had an organized, if seldom used, card catalog file. Because the collections in the village libraries are still quite small, the librarians and patrons quickly become acquainted with the materials available.

Because of the size of the collection, it is questionable whether a card catalog is necessary or warrants the labor-intensive efforts it requires. The Alaska Library Network Catalog (ALN Cat) could be used as a source of information about available titles or subjects. The ALN Cat would give call numbers of subjects. If materials are pre-processed, or commercial cataloging services purchased, then subject headings and classification numbers are standard. This then would provide the means to locate desired items, whether in the library or by interlibrary loan. A library should maintain a shelf list of its own permanent holdings as an inventory list.

According to the questionnaire completed by the Library Aides, the materials of highest interest to community members currently are:

Primarily	Secondarily
Alaskana	Magazines
Yup'ik Culture	Sports Books
How-to Books	English-language Books
Paperbacks	Encyclopedias
Children's Books & Cassettes	Dictionaries
Fiction	

One village mayor noted, "We started a village library five years ago with a collection of comic books." The point well made is that it is important to offer library patrons what they want to read

and will read, particularly in the early years of literacy development, rather than what outsiders think they should read. Consequently, village librarians should be further encouraged to personally explore the reading preferences of individuals in the village. As the libraries expand, programs can be developed to help broaden the reading interests in the community.

New materials of all types need to be coming into a library in order to maintain interest. Paperback plans where some new titles are shipped each month are one possibility. An arrangement might be made for such a service with Book Cache or a wholesale paperback distributor in Anchorage. American Econoclad company advertises a contract plan where a library completes a profile of reading interests. New paperbacks are shipped each month. If the various libraries selected different options it might be feasible to establish a recycling program where read-out titles could be traded from one library to another.

Selection and ordering are major problems. Selection sources are limited to a few catalogs from publishers and book jobbers. Quality is not always basis for inclusion in a catalog. Good selection requires access to critical evaluations, to selective bibliographies, and to reviews of materials of more localized interest. The office collection of the Southcentral Regional Coordinator of the Alaska State Library does include standard review journals--Booklist, Bulletin of the Center for Children's Books, Hornbook, Library Journal, School Library Journal, and others. These are available for loan--as are the H.W. Wilson standard catalogs, the Children's Catalog, Junior High School Catalog, Fiction Catalog and others in

the series. Kuskokwim Consortium Library could assist by collecting and distributing bibliographies of recommended titles on certain subjects or for certain age groups.

The libraries should become "Institutional" members of the Alaska Library Association so they would receive Sourdough and Newspoke, publications which include reviews and announcements of Alaska materials.

Selection and ordering of materials need to be emphasized in the training program. The purposes and services of book jobbers and subscription agencies need to be stressed. Instead of teaching cataloging, training needs to focus on pre-processing and commercial cataloging services. Resource sharing is expanding as bibliographic networks, computer access and telecommunications improve access. National standards for cataloging and classification are increasingly important.

Each library should purchase a small "professional" collection on how to manage a library as a help to the Aide in establishing procedures and in developing library services. It is important to provide the means for the Library Aides to help themselves.

Predictors of Success

Library collections which:

-offer materials of immediate interest to the community

-provide a significant collection of audio-visual as well as print materials

-furnish items of special interest to small user groups (ABE students, college students, craft clubs...)

Recommendations

1. Encourage the use and collection of more audio-visual materials to strengthen the patronage of the library as a community learning center.
2. Provide a Reader's Guide for each village library.
3. Consider the possibility of circulating small high-interest collections --to be displayed and advertised as such-- from the Bethel Library to the village libraries.
4. Develop or collect booklists of materials appropriate to village libraries, e.g. Caldecott award-winning picture books, repair manuals, etc.
5. Provide training for effective use of basic reference tools.
6. Investigate paperback plans.
7. Encourage institutional membership in the Alaska Library Association.

5. Administration

Major policy decisions about the library are made in most cases by the Village Council. These decisions include the location of the library, upgrading of location or services, library hours, and hiring of the Library Aide. The village administration is responsible for accounting for the finances of the library, including both grant monies and village contributions. During the site visits, no problems relating to policy decisions or financial management were encountered.

Day-to-day administration of the library is the responsibility of the Library Aide. Record-keeping is an important part of daily library administration. All librarians visited had a system for keeping track of library patrons, book circulation, and interlibrary loans (which at this time are minimal). Each librarian had at least a general cuff-account awareness of the budget status for the library. To facilitate daily record keeping, one librarian jotted the number of visitors and books loaned on a convenient wall calendar; others used record books which are more easily overlooked.

Statistics and office records are being kept in some fashion by most of the libraries. In some instances the statistics appear to be estimates, so comparisons are of doubtful value. Current use cannot be compared with previous years, nor is it possible to compare library use from one village to another. Good statistics could help in the identification of those factors which contribute to successful programs. While figures don't tell a complete story, they are an objective measure which is a useful communication device. Also,

statistical reporting is required on the annual report and grant forms submitted to the State Library.

Good records and an adequate filing system are indicators of accountability. They are essential in establishing the confidence of governmental bodies.

More training is needed about the uses which can be made of statistics and the types of statistics to keep. As an example, certain circulation statistics can verify reading interests, which then becomes a basis for book selection. Program statistics make it possible to evaluate the success of a program.

It would also be a valuable contribution to village library development if Library Aides would document successful new services and activities so these could be shared throughout the project.

Daily administration also includes the planning and execution of special services and activities. These, of course, are limited by the number of hours per week each library is open. The type and number of services could be widely expanded to the benefit of the learning community (Cf. Dimension 6 which follows), but expanded services will, to a large extent, depend on how the role of the library is perceived and on whether the hours of service can be accordingly increased.

Some of the villages have a Library Advisory Board. In more cases than not the role and function of the advisory board is not well understood or carried out. It is not clear to most of the librarians interviewed, who could or should be on this board, how often it should meet, or what type of agenda it should follow.

The Library Advisory Board could be a powerful force in

strengthening the liaison between important elements of the community (village government, local school administrators, Kuskokwim Community College coordinators, Headstart directors, community members). If the library is to become a major service to the village learning community, the Library Advisory Board should play an integral role.

Predictors of Success

A village administration which provides strong moral, administrative, and financial support for the library.

A Library Aide who has:

-adequate record-keeping skills

-strong planning and organizational skills

-creative trend-setting skills

-group leadership skills

A Library Committee which is broadly representative, well informed regarding library goals, operations, and potential, and committed to active participation.

Recommendations

1. Frequent, even if brief, communication with village administrators to deepen an awareness of the library's existence, its goals, operations, and potential as a community service.
2. Place more emphasis on the importance of Library Advisory Boards, particularly in future training sessions, but also ad hoc whenever and however possible.
3. Provide training for the Library Aides in creative planning skills and group leadership skills, particularly in regard to the Library Advisory Board.

6. Services

Each village library, in order to be eligible for a Library Assistance Grant, must be open to the community for at least ten hours per week. Some villages through local-government financial support have increased the hours of service, a trend which is to be commended and encouraged.

A substantial number of the village libraries are open for two or three hours a day, several days of the week. There appeared to be a lack of awareness that library hours could be adjusted to the village life style, such as days and time of mail delivery. Some village libraries elsewhere in Alaska are open ten hours over a two-day period. Those days come to be known as "Library Day". During the summer families make it a practice to return from fish camp on library days, at which time they also do necessary shopping and other tasks.

Book loans have been the major service to date. Direct book loans last year ranged from 72 in one village which lost its library to fire to well over 1000 in some of the larger, more established libraries. A statistical average of the number of book loans, as well as most other numerical statistics relating to the village libraries must be interpreted very cautiously because of the small numbers involved, but more especially because of the wide spectrum of staggered development across the libraries depending on the level of development of the ten critical dimensions, all of which are interactive variables.

Paperbacks may be the single most popular item in the libraries.

Because they are relatively inexpensive, and therefore expendable, more emphasis on these materials offer advantages. With paperback exchanges, for example, overdue items are not a problem.

Learning resources in each library are limited, but resources throughout the state can be obtained through interlibrary loan. Interlibrary loans, although minimal to date, offer another service which can be expected to grow in time. Free posters advertising interlibrary loan services are available from the Alaska State Library yet none were on display in any of the libraries visited.

A microfiche reader enormously augments access to resources, yet only one library (Aniak) had a reader. The microfiche products (Alaska Library Network Catalog, the Alaska Union List of Serials, the Alaska State Library Film/Video Catalog, and the Alaska Newspaper Index) provide access to hundreds of thousands of resources. The 1984 edition of the Alaska Library Network Catalog alone will have over 700,000 holdings listed.

The library facility itself is a service providing a quiet place to read or study. This service has tended to grow with the upgrading of libraries to larger and more convenient facilities. It is a very important service to encourage, since many students and community members may have no other quiet place to read or study. For post-secondary students a well heated, lighted, quiet place to study could significantly affect the pace and depth of learning.

Five of the libraries visited had a significant display of recent periodicals for reading within the library. Most also had a daily Anchorage newspaper. These reading materials also demand a certain level of quiet.

Some libraries are beginning to offer audio and video tapes and equipment. A few are considering purchasing a microcomputer for public use. Most have access to film or slide projection equipment for special programs.

Other services of a traditional library nature which can be offered, but the extent of which we were not able to determine for this study, are:

-children's hour for stories and activities

-delivery of books, magazines, or tapes to the homebound

-open house with displays, coffee, snacks

-distribution of non-file magazines to the clinic, village offices

-use of the library facilities for ABE or college classes

-library tours for groups of students or individual elders

-film, video or slide programs

Less traditional services open up many creative possibilities for making the library a more effective learning center in the village. Combining at least some of the functions of the oral history collection, museum services, and craft activities (both Native such as doll making or imported such as quilt making) would offer broader service and attraction to the community, but they would also provide a stepping stone to developing the library as a literacy center in the village.

Programming is time consuming, and particularly difficult to accomplish when an Aide works only a few hours per week. Yet programming is very important in integrating library services into community life and should not be ignored. One alternative is to offer seasonal programs which have the advantage of concentrating

efforts to a limited period of time. See, for example, detail about a summer Reading Program in Appendix 3.

Predictors of Success

The type and range of services offered by a village library are better predictors of success than the materials collection:

-a quiet place

-group activities for young and old

-culturally related services

-convenient hours and scheduling

-personal invitations for library tours

-a coffee pot

Recommendations

1. Explore the feasibility and funding possibilities for library-related learning activities for the delta libraries as a group (sources may be state or federal in categories which relate to art, museums, oral history, culture, crafts, reading programs and these functions could be carried out jointly with other institutions, such as an Indian Education crafts project funded to the school, carried out at least partially in the library).
2. Encourage the village librarians to personalize their library services, for example, by offering personal invitations for a library tour to those who have not yet visited the library or by providing personal assistance in reading for the handicapped or semi-literate. Because of the small size of the

villages, services can be more personal and less formal than in large city libraries.

3. Where possible, encourage the setting up of a children's area in the library with small tables and chairs, carpet, floor seating (bean bags, canvas floor seats) etc.

7. Community Perceptions

Libraries in a village setting are novel institutions. That they are in the village is not immediately clear to all members of the community. Less clear to many is what they are there for.

When schools were first introduced to the villages, the reaction must have been one of equal curiosity. Decades later one can still wonder if the importance of schools is as taken for granted as it is in mainstream America. How long does it take for a transplanted institution to become fully integrated into village culture? There is no single or easy answer to that question, of course, but it does alert us to the realization that libraries are not native to Eskimo villages and that, consequently, community perceptions about the library and its purpose in the village add another critical dimension to the rise or fall of that library.

The younger generation, with more exposure than the older generation to U.S. language, culture, and values, more readily accepts a traditional library in its midst. The older generation, which survived on a wisdom not found in books, certainly finds a village library to be a curiosity, if not a downright waste of time. As one village librarian observed, "Some elders scold the children for spending time with books. 'You don't do anything but lay around and read.' they say."

Although the same chiding might be heard in downtown Duluth, in an Eskimo village the words carry a different meaning and a different message. The meaning is: "Libraries don't seem to fit into our way of life." The message is: "Meet us halfway and the libraries will

become more important to us."

Among those who have nurtured the village libraries to their present state of development, there is a strong conviction that the libraries must be relevant to the local communities they serve. The collections in the libraries reflect this conviction. On the other hand, the libraries are still perceived as and function as small urban libraries. This in itself is progress and the general acceptance of the libraries in their present mold is encouraging.

Such acceptance notwithstanding, the rate of integration of the libraries into community culture will be in direct proportion to the level of cultural adaptation which they achieve. Since the purpose of the library is to serve all community members, young and old alike, cultural adaptation will be treated more specifically as critical dimension No. 9.

Thus, four aspects of community perceptions emerge as being critical to the success of the library:

1. The level of awareness of the library (including its functions and services) throughout the community. Not only are some community members unaware of the library's existence in some villages, but as one Kuskokwim Community College field coordinator observed, "Many teachers don't know the library exists." Awareness building will be discussed in the next section: Public Relations.

2. The level of importance which the library carries in the community's esteem. This esteem will be in proportion to the services offered and the degree of cultural adaptation which they reflect.

3. The level of patronage of the library by community members. Library patronage is a product of perceived importance and esteem,

but also of the fulfillment of personal need. The library should have something to offer to everyone in the community. In a village such service may require creative thinking. Everyone served, not just those who check out books, should be considered a library "patron".

4. The level of commitment to the library shown by both individuals and community government is not only a measure of library success, but a generator of success as well. When village governments show their commitment to the library by upgrading the physical facility, appropriating funds for books or increased hours of service, their enthusiasm is recycled. So too with individuals who volunteer of their time, efforts, or talents to promote the work of the library, or who donate books. Their enthusiasm too is recycled and the success of the library is furthered.

In this regard, care must be taken to support the libraries until they are truly integrated into village life. The more commitment generated, the greater the sense of hurt if failure should occur. "Lilies that fester", in Shakespeare's words, "stink far worse than weeds".

Predictors of Success

The extent to which the library serves the immediate and real needs of individuals across the entire spectrum of the community.

The extent to which the library achieves authentic cultural adaptation of its services, programs, and activities.

The extent to which the library elicits commitment and involvement from both the village government and individuals in the community.

Recommendations

Recommendations for raising community perceptions regarding the library will be included in the next section on Public Relations.

8. Public Relations

In the context of the village libraries public relations can be defined as building community awareness of the library and its services and, consequently, increasing its patronage.

The level of public relations in the villages visited by the evaluators varied widely. Community awareness of the library and its services grows with time and the publicizing efforts of individual librarians. So it is not unusual to expect a wide variance in public relations across the village libraries.

If the six sites visited are typical, a major need is library promotion. Here are a few comments from village residents on the questionnaire in response to, "I would use the library (more) if...". Some responded, "If I had known there was one", "they would encourage us, put up signs advertising the library", "I stumbled into it. Didn't even know there was a library until last week".

Since libraries in the villages are new and culturally different, the need for a strong public relations program is much greater than an urban library might require, particularly if the village library begins to offer a broader dimension of services than is found in a typical library.

Some activities which can be undertaken to develop a strong public relations program might include:

-SIGNS.* Outside the library to advertise its location and hours of service; in other areas of heavy traffic such as the post office or village store.

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* Exterior metal signs with the national symbol for libraries will be available for distribution to all Alaska libraries by fall 1984. These will be free of cost as a result of a State Library grant. The signs will have the words, "Library", "Member, Alaska Library Network" and the symbol.

-POSTERS. Designed as invitations to use the library and its services; can be placed with permission in the schools, village store, church lobby, or other public places.

-HANDOUTS. Describing the library and inviting use of its services and activities. Use the distribution method most effective in a given village (post office, school children, public meetings or a combination of these).

-ANNOUNCEMENTS. Especially at village meetings or get togethers; Use the CB for special announcements: new programs, activities, acquisitions, hours.

-SPECIAL PROGRAMS. Sponsored by the library, even if not held in the library.

-OPEN HOUSE. With "tours", activities, refreshments. If well advertised, can be most effective.

-PERSONAL INVITATIONS. Especially for those who have not patronized the library. Give personal tours. Explore individual needs and preferences in order to improve the library collection or services.

-ADVERTISEMENTS. In village, school, or other newspapers or newsletters.

-FUND RAISERS. Fun for all. Funds for the library. Growing commitment to the library.

-PAPERBACK EXCHANGE. Can become a regular crowd drawer.

If or when the libraries broaden their services to include more comprehensive and culturally adapted learning activities, a strong public relations program should accompany the changes lest the concept of "book depository" prevail.

Predictors of Success

Librarians who:

-demonstrate an awareness of the importance of public relations

-develop and maintain a strong public relations program

-personalize --in village fashion-- their public relations activities

Recommendations

1. In training, coordination, and local support of Library Aides emphasize the importance of a strong public relations program.
2. Develop a comprehensive public relations plan for the delta area and the villages including goals, objectives, activities and evaluation.
3. Provide limited graphic services:
    a. Contracting for the printing of materials with a regional focus.
    b. Providing poster lettering on demand: hours, informational signs, instructions, program announcements, book marks, headlines for flyers and handouts, etc. The cost for equipment and type fonts ranges from $750 and $1500.
4. Focus more news releases on individual villages or people.

9. Cultural Adaptation

Cultural adaptation of the village libraries has been a recurring theme throughout this study. If so, it is because the setting up of libraries in the villages can be more than the extension of standard library services from city to rural community. If cultural adaptation is perceived as a critical dimension of effectiveness, the development and future growth of the village libraries can be viewed as a creative opportunity.

It is not a question of changing the library's primary reason for existing --to provide a literacy center for a learning community-- but rather of adapting the means to more quickly and effectively achieve that result. The more that village libraries can incorporate local values, customs, and needs into their operations and services, the more readily and rapidly will the libraries become true, local learning centers.

Creative opportunity, in this regard, means more than merely customizing the book collection to local preferences. It means rethinking --together with village communities-- the functions and services the library could provide. A few of these have been suggested already: museum, oral history center, local arts and humanities, crafts.

Expanding the concept of a library to include other culturally appropriate functions, provided that the integration is carefully planned, could only multiply the library's effectiveness.

Predictors of Success

The more a village library incorporates local customs, values and needs into its program of service, the more readily and rapidly will the library be integrated into the community as an effective learning center.

Recommendations

1. Re-examine the role of the library as a village learning center in light of the additional, culturally appropriate services which it might offer in order to strengthen its own basic function.
2. Explore external funding sources which might support the development and integration of supplemental learning programs and services.

10. Networking

Whether village libraries evolve into more global learning centers or remain basically small libraries, their future effectiveness --and in some cases survival-- will depend on the network of external support which they establish.

The first and most important layer of networking for the village libraries is that which must be cultivated among themselves. Currently, there is a common bond among village librarians because of their common task. The bond, however, is more one of psychological unity than mutual support. As the libraries grow, adapt, and particularly as they lose their present librarians, the need for mutual support, assistance, and exchange will increase.

For the past three years, networking has been established by means of the annual meeting, occasional teleconferences, newsletters, and perhaps infrequent phone calls between library sites.

All of this networking, which ranked high on the librarians' survey of future needs, has been organized and maintained by the Village Library Project Coordinator. If the coordinator's position is abolished in the near future, as planned, some other means must be found to support the networking.

If the suggestion is taken to expand the functions of the village libraries as learning centers, then a central coordinator would be required to bring this about. The coordinator could then continue to organize and maintain the networking.

In the event that library operations remain as they are, some way must be found to develop a more active network of support among the village librarians.

Predictors of Success

When the village librarians are supported by a network of:

-meetings

-teleconferences

-newsletters

Recommendations

1. Encourage a high level of communication and networking among village librarians.
2. Provide for the foreseeable future the minimum coordination necessary to maintain annual meetings, occasional teleconferences, and periodic newsletters.
3. Establish stronger links with the Alaska Library Network and its support systems.

IV. VILLAGE LIBRARY SUPPORT SYSTEMS

In the course of examining in the previous chapter the village library installations and the dimensions critical to their success, allusion was frequently made to elements of the support systems which have set up and continue to sustain these libraries.

Since the support systems are critically important to the success and even the viability of the village libraries we want to examine them more closely in this chapter.

Because support systems by their very nature are unobtrusive and operate in the background, there is often a tendency to overlook their importance and, at times, their existence. Because of their low visibility, the critical nature of the village library support systems is easily underestimated.

The infrastructure of the village libraries consists of support systems on three levels: local, area, and state. The institutions which empower the support are, respectively, (1) the village government; (2) the Kuskokwim Consortium Library (as an arm of Kuskokwim Community College) and the Alaska State Library. Indirectly, the State Legislature should be considered part of the support system since it ultimately provides the special and continuing funding for the libraries. On the other hand, once appropriations have been made, project support functions are delegated to the agencies for implementation mentioned above.

This chapter will explore the support functions provided to the village libraries by the three institutions at three different levels.

A. Village Government

Since the operation of the libraries takes place at the village level, the support of the village government is and will remain indispensable.

The basic decision to have a village library is the prerogative of the village administration. To obtain financial aid through State Library Assistance Grants, a village, through its local government, must meet certain conditions which demonstrate local commitment. Policy decisions regarding library operations are made by the village government. Village government actions in support of the library set the tone for library success.

The majority of village administrators, through interview or questionnaire, expressed support for the library program. Over half of the administrators said they visit the library on a weekly basis. About three-fourths of the administrators ranked the library equal in funding priority to other village programs. This cannot, however, be interpreted to mean that the full cost of maintaining a library could be borne by the village governments. In spite of the level of esteem accorded to the libraries, many of them would undoubtedly fail were it not for the annual state grants. Even though two-thirds of the administrators stated that they would search for other funding if the state grants were discontinued, nearly all of them now rely on the state funding as their major financial base.

Fourteen of the sixteen villages applied for FY84 Library Assistance Grants. It appears that neither the city governments nor the Aides are fully informed about the library grants. For example,

eligible libraries can receive a basic grant of $5000 and up to another $5000 on a dollar-for-dollar village matching contribution (subject to legislative appropriation). While nine of the villages reported budget allocations for library operations in amounts ranging from $500 to $20,000, only one of the villages applied for the matching funds to which they are entitled by statute. Also the city administrator of Pilot Station inquired of the evaluator whether there are funds to furnish and equip the library which will be housed in the new recreational center.

Village administrators, like the Library Aides themselves, are not fully aware of the supportive effect that linkage with other educational institutions in the village could provide. When queried, they tend to favor combined facilities or merged operations with postsecondary education programs rather than with school libraries.

Between the local school(s) and the village library, there seems to exist a willingness to cooperate and offer mutual support, but in actuality there is little communication or interaction between them. Cooperative activities to promote literacy and learning would be beneficial to both institutions and certainly to the students.

Community members, in general, support the notion of their village library and to a growing extent are making use of its services. Volunteers, however, do not seem to be widely used even though "people are willing to help --if they are asked." Because volunteer work generates both support and commitment, the use of volunteers would be a valuable topic for a training program. People often are willing to help out if they see the benefits for their children or the community and if the work does not demand long-term involvement.

The Library Aides provide the fulcrum for library services in the

village. Village administrators show a growing awareness of the librarian's key role in making the library a success. Nearly all are convinced that the training provided to the aides through the Village Library Project was important. Many have increased library service by increasing the librarian's hours and salary.

In at least one observed case, the local government had the foresight to train two library apprentices through a summer CETA program. Because of the high turnover rate which can continue to be expected in the corps of librarians, this foresight is commendable and should be encouraged in every village.

Another support provided to the libraries is the maintenance of financial records by the local government. It would be beneficial to both the village government and the Library Aides if the grant reporting forms could be clarified.

Since village governments provide the most immediate support for the libraries, it is important that all major communications about the library be shared with them as well as with the librarians. It cannot be assumed that all important information provided to the librarians in training sessions, newsletters, or phone calls will be passed on to the appropriate village administrators. Important information is that which requires the attention of the village administration for policy making or implementation.

B. Kuskokwim Community College and
Kuskokwim Consortium Library Support

The prime level of support for the village libraries over the past three years has been provided by Kuskokwim Community College through its affiliate, the Kuskokwim Consortium Library.

From an initial concept and through a legislative appropriation of $110,000, the Village Library Project was born in 1980. In Fiscal Years 1982-83-84, the College tagged another $85,166 for support of the project. Since the inception of the project, the College has administered close to $200,000 to help establish the 16 current village libraries.

The funds were used mainly to hire a coordinator for the project, to provide surveys, screening, technical assistance, training, and communication, all as a support system to launch the village libraries.

The support system has been very effective in bringing the libraries to their present stage of development. Responses from Library Aides, in interviews and on questionnaires, showed that they considered the training and technical assistance to have been very important. On the questionnaires a few librarians even went so far as to check, "It taught me everything I need to know..." -- a rather alarming response.

It is true that the training of Library Aides should be directed toward making them as independently competent as possible in standard procedures, daily operations, and management decisions, for without a borough government there is no administrative structure

to establish or maintain a library system. At present the village libraries are funded with "soft" money, always subject to the whims of the allocation process. Would the village libraries become vestiges of a noble effort if funds or area-level technical assistance were withdrawn? Regarding funds, the answer would vary depending on the level of village commitment and resources. Regarding technical assistance, including training, the answer can probably not be even that optimistic.

A village citizen does not become an accomplished Library Aide by virtue of appointment. The successful operation of a village library requires a broad spectrum of skills, most of which must be learned somewhere, somehow. To assume otherwise is to be unfair not only to the Library Aides, but to the future of their libraries as well.

The ten critical dimensions for successful village libraries were developed at some length in Chapter III to emphasize the spectrum of knowledge and skills required of a village librarian, if the library is to become a significant center for literacy and learning in the village. These dimensions or criteria for village library success have not, in general, reached a self-sustaining peak in the villages. Add to this realization the fact of a high turnover rate among Library Aides, and the need for technical assistance and training well into the future, becomes still more apparent.

All available types of training need to be exploited. An annual common training session is imperative to provide basic training in the critical dimensions, as well as to keep up with new developments.

Teleconferencing is an effective and inexpensive training vehicle

(if the advance work --agenda, activities, handouts, invitations-- is carefully attended to). On-site training can be invaluable since it allows the trainer to focus on the critical dimensions as they relate specifically to a particular Library Aide and village. An updatable training and reference manual for each village library seems to be essential. (Tanana Valley Community College will field test a pilot project of Library Aide training in 1984. This training is designed to be delivered in the villages. Materials, workbooks, assignments, a professional collection, along with weekly audioconferences, will be the means of course delivery.)

Newsletters, telephone calls, and letters also provide a direct and personalized contribution to training and overall program support.

Kuskokwim Community College and the Kuskokwim Consortium Library have provided the critical support required for the village libraries over the past three years. The foresight of the college administrators, as well as the commitment of the library director and village library coordinator are to be recognized as the decisive intervention in bringing the delta libraries to their present stage of development. The relationship between the College and the libraries will be treated more at depth in Chapter V.

In this chapter our purpose has been to emphasize the importance of the Community College/Library as a primary support system on the area level.

C. State Level Support

On the state level the Village Library Project has been supported by legislative appropriation, training grants from the Commission on Post Secondary Education, and from the grant program administered by the Alaska State Library.

Support from the Alaska State Library is of particular importance because of the expertise it can offer in the area of professional library assistance and also in the grant process.

The Southcentral Region Coordinator of the Alaska State Library (an Anchorage position currently vacant) should be the prime resource person for the Village Library Project. During the site visits, the evaluators noticed that information about state grants -- both Library Assistance and Construction Grants-- did not seem to have been widely available. The Annual Reports and Grant Applications also showed a lack of understanding about the matching funds available.

Although it is important for state agency staff members to interpret state requirements, the local coordinator should have had the basic information available. If the Project Coordinator is considered the sole resource for the village libraries, communication gaps are bound to occur. For this reason, it is wise for the village librarians to develop a second channel of communication directly with the Alaska Library Network in order to derive direct support through its personnel, resources, and services.

Finally, it should be noted that village governments have the right and opportunity to apply for direct, line-item appropriations in the state budget. This is best done through the local legislator.

D. Future System Support

Throughout this study, and particularly in this chapter, we have emphasized the critical role which an infrastructure of support on the local, area, and state levels has played in the development of the village libraries to date.

In closing this chapter we feel it is necessary to underscore the importance of maintaining and, wherever possible, strengthening the support system on all three levels. Notwithstanding the views of some that the village libraries are now capable of functioning successfully on their own, the evidence gathered in this study indicates that this is not yet the case. The ship has been launched; the course is not yet clear.

This need for a strong, continuing infrastructure is apparent even if the function of the village libraries is modeled after that of miniature urban libraries. It is even more apparent if the function of these libraries is reconfigured to make them more relevant culturally adapted learning centers in the village.

V. Kuskokwim Community College And The Village Libraries

The Institutional Self Study, February 1983, stated that approximately 40% of the total credit hour production is from the Village Education program. From the study and from discussions with college administrators and staff, it appears that more emphasis is to be placed on "rigorous academic transfer and developmental studies curriculum" (p.15). There are plans to articulate Kuskokwim Community College offerings, course by course, with the University of Alaska programs (Final Master Plan, December, 1983, p.1). Such articulation implies that Kuskokwim Community College students have full access to academic resources and research capabilities.

Any academic program which relies totally on lectures and textbooks does not teach students how to keep abreast of developments in a subject field. One reason for requiring research is to teach the skills needed to continue learning in any vocational, academic or avocational interest.

Mere proximity to learning resources is not enough. The requirements and teaching style of the instructor are key factors in whether and how learning resources are used. Most village-based instructors are part-time employees, hold other jobs, often with the local school. Many of these instructors are not fully informed about the resources and services of Kuskokwim Consortium Library.

The need for improved communication with faculty and staff in village locations was recognized in Kuskokwim Community College's Final Master Plan, p.7. Within the college's communication and

teacher orientation process, it is important that library services be presented as integral to the teaching, and learning process.

FOUR BASIC QUESTIONS

1. What are the goals and objectives of the Village Education Program in the future?

To the extent that Kuskokwim Community College offers academic courses in the villages, village students should have the same access to research capabilities as campus students.

2. Where and who is to provide learning resources for college courses in the village?

The village libraries seem the logical extension of the Kuskokwim Consortium Library for fulfilling this function. In addition, though faltering, they are already integrated into the village structure.

3. Could the village libraries continue if the guidance and coordination of a professional librarian ceases?

To the extent that library services are considered to be the checking of books in and out, yes, a number of the village libraries would probably survive.

If the library program is to offer quality curriculum support for Kuskokwim Community College programs, the guidance of a professional librarian associated with the college is necessary. If the village libraries are also to grow to become viable public libraries with active programs, the training and assistance of a professional librarian are required.

The community college seems the appropriate institution to

assist village library development, at least at this time. For one reason, the community college serves the "learning community" (Institutional Self Study, December, 1983, p.11) of the delta. Also, there is no organized borough government which could adopt library powers. And last, Kuskokwim Consortium Library already functions as both a public and a community college library. It would fragment coordination to establish a separate office and staff.

4. *What changes in the village library program are necessary to better support the college's academic endeavors?*

The village libraries must be able to provide access to the library resources of the state. This could begin immediately if each library had a microfiche reader and used interlibrary loan services. For such a research capability to be taken advantage of, Kuskokwim Community College instructors must consciously and explicitly promote and require research in their field-delivered courses.

Kuskokwim Consortium Library should investigate the costs, means, and benefits of joining the Washington Library Network data base. A cost analysis of technical services as it currently functions, and any cost avoidance figures need to be included in a comparison of manual vs automated systems. With automation, it would be possible to place the equivalent of the card catalog, now only in the Kuskokwim College Library, in every village where Kuskokwim Community College courses are taught. (See Appendix 4)

If current budget limitations prevent the direct underwriting of village library coordination, many opportunities still exist within the college structure to provide significant support for the libraries. As mentioned in Chapter III, for example, a college-coordinated oral history project would produce notable benefits for the College (Eskimo Language Workshop) and for the village libraries. The relationship between the college field staff (RFC's and ABE coordinators) and the village libraries could be re-examined and delineated in a way which would strengthen the mutual benefits. Other types of support may be suggested by those more intimately aware of current college resources.

Sustained support of the village libraries is in harmony with Kuskokwim Community College's Masterplan of Goals and Objectives for 1985-1991:

> "Offer administrative support to village libraries funded under the college's Village Library Program as appropriate and as indicated by the fall, 1983 evaluation of the program." (Page 6)

VI. EVALUATION SUMMARY AND RECOMMENDATIONS

In this final chapter we will highlight the main strengths and weaknesses of the Village Library Project, consolidate and summarize the recommendations which have been suggested throughout this study, and close with commendations and acknowledgements.

Program Strengths

The major strengths of the Village Library Project can be outlined as follows:

-Sixteen village libraries have been established under challenging circumstances.

-Several of the libraries have become models of small, rural libraries and demonstrate this potential to those which are still struggling.

-The history of upgrading both library facilities and services is encouraging.

-Most village Library Aides demonstrate a commitment to the effective operation of their libraries.

-A core collection of books exists in most of the libraries.

-The services and activities offered by the village libraries are beginning to expand.

-Village administrations demonstrate a growing support for the village libraries.

-There is a broad and growing awareness among both village administrators and librarians of the educational importance of their libraries and the mutual benefit which can be derived

from working more closely with Kuskokwim Community College's field education programs.

Program Weaknesses

The aspects of the village library program which may be considered weaknesses deserving of concern are:

- -The widespread, near universal conviction that the village libraries are a *fait accompli* and will thrive or even survive with greatly reduced external support.
- -The generally accepted assumption that village libraries should be miniature models of typical urban libraries.
- -Very little awareness that the village libraries could be creatively reconfigured to function as culturally adapted learning and literacy centers.
- -Much potential but limited actual mutual reinforcement of purpose, facilities, and services between the College and the libraries.
- -The quite limited training experienced by the majority of present Library Aides.
- -The limited, *pro forma* role currently played by the Library Advisory Committees in the villages observed.
- -Weak or non-existent public relations programs in the villages visited by the evaluators.
- -Minimal cultural adaptation of the libraries as institutions new to Eskimo villages.

-Minimal networking for mutual support and education among the village librarians.

Present library weaknesses, when addressed, can become future library strengths. The libraries have raised the expectations of many in the villages. The credibility of the educational community is involved in the attainment of those expectations.

RECOMMENDATIONS

Village Library Rationale

1. Explore the advisability of rethinking and reconfiguring the village library function to include a broader, more culturally adapted educational role as a village literacy and learning center.
2. Cultivate an awareness on all levels that the three primary institutions for education in the village --school, library, college-- have a broad common purpose of encouraging literacy and learning.
3. Continue to develop a strong working relationship between the College and the village library (as well as the school) since such a relationship is mutually supportive.
4. Consider the village libraries to be creative opportunities for developing new modes of learning which are available to all community members on an *ad hoc* rather than highly formal basis.

Physical Facilities

1. Actively encourage the continued upgrading of library facilities according to each village's need and potential.
2. Provide directly to village administrators (with copies to librarians) information on State Library Construction Grants, particularly to those planning related construction for this summer.
3. Provide village Library Aides --particularly during the upcoming training-- with ideas and demonstrations on how to decorate their libraries (e.g. free Government Tourist Bureau posters and literature...exchange among librarians of culturally appropriate techniques).
4. Distribute a list of suggested furnishings, equipment and supplies appropriate for the libraries.
5. Include locking file cabinets as essential items for the village libraries (for storing non-shelf items such as type-scripts or photographs, but also for library files, records, and newsletters).

Personnel

1. Explore sources of funding (state and federal) to provide broader library-related services and thus increase the status and income of the Library Aides.
2. Encourage (require?) local village governments to support training for library apprentices/alternates.
3. Provide and encourage recognition of the librarian's role in the village through a variety of means.

Training

1. Anticipate the need for training through a variety of forms for the foreseeable future, particularly where the notion of culturally adapted, community learning centers remains unexplored.
2. Consider for inclusion in the March workshop at St. Mary's --or other training session-- the chief conclusions and pertinent recommendations in this report and some of the following areas:

   -How to encourage and make interlibrary loans

   -How to order films and video cassettes (and use them for library programs)

   -How to use a microfiche reader

   -Have a live audio conference to demonstrate both equipment and methods of conferencing.

   -How to adapt the library (facility, program, services) to local culture and values, e.g. story-knife demonstrations.

   -Have each librarian write a contribution for a newsletter (give methods, ideas, an appreciation for sharing news and ideas)

   -Explore networking possibilities (Cf. Dimension 10)

   -Library Committees: What are they for? Who should be on them? How do you make one work?

   -How to make oral history collection a part of the library operation.

   -How to make plans and requests in the grant application for items needed in the library.

3. Try to provide annual training at a model village site or in Bethel, on occasion.

4. Let as much of the training as possible be via demonstration and participation. (For local cultural adaptation, the aides are the best collective resource.)
5. Prepare a clear, simple, but comprehensive handbook for village librarian training and reference. Incorporate the latest thinking pertinent to village library success. A loose-leaf format is to be preferred so that sections of the manual can be updated periodically.

Collections

1. Encourage the use and collection of more audio-visual materials to strengthen the patronage of the library as a community learning center.
2. Provide a Reader's Guide for each village library.
3. Consider the possibility of circulating small high-interest collections --to be displayed and advertised as such-- from the Bethel Library to the village libraries.
4. Develop or collect booklists of materials appropriate to village libraries, e.g. Caldecott award-winning picture books, repair manuals, etc.
5. Provide training for effective use of basic reference tools.
6. Investigate paperback plans.
7. Encourage institutional membership in the Alaska Library Association.

Administration

1. Frequent, even if brief, communication with village administrators to deepen an awareness of the library's existence, its goals, operations, and potential as a community service.
2. Place more emphasis on the importance of Library Advisory Boards, particularly in future training sessions, but also ad hoc whenever and however possible.
3. Provide training for the Library Aides in creative planning skills and group leadership skills, particularly in regard to the Library Advisory Board.

Library Services

1. Explore the feasibility and funding possibilities for library-related learning activities for the delta libraries as a group (sources may be state or federal in categories which relate to art, museums, oral history, culture, crafts, reading programs and these functions could be carried out jointly with other institutions, such as an Indian Education crafts project funded to the school, carried out at least partially in the library).
2. Encourage the village librarians to personalize their library services, for example, by offering personal invitations for a library tour to those who have not yet visited the library or by providing personal assistance in reading for the handicapped or semi-literate. Because of the small size of the villages, services can be more personal and less formal

than in large city libraries.

3. Where possible, encourage the setting up of a children's area in the library with small tables and chairs, carpet, floor seating (bean bags, canvas floor seats) etc.

Public Relations

1. In training, coordination, and local support of Library Aides emphasize the importance of a strong public relations program.
2. Develop a comprehensive public relations plan for the delta area and the villages including goals, objectives, activities and evaluation.
3. Provide limited graphic services:
   a. Contracting for the printing of materials with a regional focus.
   b. Providing poster lettering on demand: hours, informational signs, instructions, program announcements, book marks, headlines for flyers and handouts, etc. The cost for equipment and type fonts ranges from $750 to $1500.
4. Focus more news releases on individual villages or people.

Cultural Adaptation

1. Re-examine the role of the library as a village learning center in light of the additional, culturally appropriate services which it might offer in order to strengthen its own basic function.

2. Explore external funding sources which might support the development and integration of supplemental learning programs and services.

Networking

1. Encourage a high level of communication and networking among village librarians.
2. Provide for the foreseeable future the minimum coordination necessary to maintain annual meetings, occasional teleconferences, and periodic newsletters.
3. Establish stronger links with the Alaska Library Network and its support systems.

Future System Support

Maintain and strengthen support for the village libraries on all levels (local, area, and state) but particularly on the area level (Bethel) which can provide the most immediate, direct, and interlocking coordination and technical assistance for the delta library network.

COMMENDATIONS

Few, perhaps, are in a position to realize the full extent of what has been accomplished in the Village Library Project in the last three years. The authors of this study have had the privilege and opportunity to witness both the impact and the potential of this project from a first-hand, comprehensive, yet compact viewpoint.

This study is an attempt to present what was seen --through the different eyes of a librarian and an educator-- from that viewpoint. Although there may be opinions in this report which are open to alternate interpretation and recommendations which may suggest that the project has "miles to go before it sleeps", it is important to leave the reader with a realization of how far it has come.

In the three-year course of this project, a striking panoply of effort has been assembled to establish libraries in sixteen villages. Those who have expended this effort have well earned a word of praise and recognition.

Especially to be commended is the administration of Kuskokwim Community College which conceived the project and followed up with the human and financial resources to bring the village libraries to their present state of fruition.

Likewise to be commended are the Director of the Kuskokwim Consortium Library and the Coordinator of the Village Library Project. Without their expertise and daily concern for the program, there would be far less success to report.

Finally, those on the village level --both administrators and Library Aides-- are to be commended. For they have recognized the value of a village library and worked hard to make theirs a reality.

ACKNOWLEDGEMENT

This report would be substantially skimpier were it not for the total commitment of Theodora Wintersteen and Gordon Hills to make it a significant contribution to the Village Library Project.

The preparatory work for the study was well above the average which could be expected for an evaluation of this type. The library director and coordinator not only furnished the evaluators with total project documentation, but they personally participated in defining the objectives of the study through frequent telephone calls and the setting up of two teleconferences with the Library Aides.

They further developed --in consultation with the evaluators-- and distributed seven distinct survey forms to gather information on the project.

During the site visit they furnished the evaluators with further background information and written briefings on each of the village libraries to be visited. In follow-up meetings each evening after the site visit they showed keen interest in the evaluators' observations.

Throughout the entire process there was a dominant atmosphere of objectiveness, cooperation, and professionalism. To work in such an atmosphere was a satisfying experience. We thank Teddy and Gordon for being central in making it so.

Audrey Kolb

Edward Tennant

Appendix 1

VILLAGE LIBRARIES AND PERSONNEL

Village Libraries and Personnel

Village	Library Aide
Alakanuk	Martha Patrick
Aniak	Evelyn Chamberlain
Atmautluak	Margaret Jacob
Chefornak	Elizabeth Kusiak
Chevak	Joan Ulroan
Chuathbaluk	Darlene Peterson
Hooper Bay	David Smart
Kwethluk	Nick Ayapan
Kwigillingok	Maria Christiansen
Marshall	
Mountain Village	Ada Kapanuk
Newtok	Frieda Carl
Pilot Station	Marie Jean Heckman
Quinhagak	Grace Matthew
St. Mary's	Isadore Afcan
Sleetmute	Mary Andreanoff

Appendix 2

SITE VISIT REPORTS

Chuathbaluk

Quinhagak

Pilot Station

Aniak

Kwigillingok

St. Mary's

SITE VISIT REPORTS

On December 12, 13, and 14, the evaluators made site visits to six villages. Audrey Kolb visited the libraries at Aniak, Kwigillingok, and St. Mary's. Edward Tennant visited those at Chuathbaluk, Quinhagak, and Pilot Station. As the following summary reports will indicate, these visits allowed the evaluators to observe the full typology of village libraries in the area; from those which are new and struggling to those which are more established and thriving.

CHUATHBALUK

Chuathbaluk is a picturesque village situated in the low foothills ten miles north of Aniak. The village with a population of 130 is relatively small. During the visit to the village, Edward Tennant met for several hours with Cecelia Matter, Village Administrator, and later for an hour with Darlene Peterson, Library Aide.

The library in Chuathbaluk is in its first year of operation. It is not yet widely known or patronized by villagers. The main reason for this is the location and size of the library. The room used for the library is no more than 60-70 square feet tucked under the eaves of the second story of the Alcohol Rehabilitation Center. To reach the library requires a climb up 20 uneven steps on an outdoor staircase.

Although the collection of books seemed adequate and well selected for a first-year library, there was only one folding chair in the tiny room and stacks of Anchorage newspapers which had never been opened. Out of frustration and boredom, the librarian had resigned twice in the past year but was encouraged by the village

administrator to stay on until conditions improved. Approval from Kuskokwim Community College for the librarian, who is also the Adult Basic Education Coordinator, to combine ABE hours and activities was also a factor in the librarian's decision to stay on.

The Library Committee is made up of a high-school teacher and two community members, who at the present time provide little help to the library aide. Since the function of the library has not yet been developed in the village, the committee meetings tend to be non-specific.

The village has budgeted $500.00 of its quite limited funds to provide additional library materials and salary. During the coming summer a new town hall will be constructed. Plans are being made to include the library in this new building. Neither the librarian nor the village administrator were aware of the statutes for Library Construction Grants in this case.

The Chuathbaluk Village Library certainly could develop into a valuable community asset provided that a number of conditions are met: (1) a larger, more convenient and inviting location is found; (2) library services are expanded to include a variety of activities for both the young and the old; and (3) ABE and library activities become mutually supportive.

The Chuathbaluk library is in its infancy. It will be at least a few years before this library can learn to walk on its own. In the meantime, both the village administrator and the evaluator agree that the library will probably not survive without continued training and external support. The plan to incorporate the library into the proposed, centrally located community hall offers the greatest promise of future library success.

QUINHAGAK

Quinhagak, a village of 300 people located at the mouth of the Kuskokwim River, has had a library since December, 1980. Edward Tennant visited the village on Tuesday, December 13 and met first with Mary Jones, the newly appointed City Administrator. Mary expressed great pride in the village library and noted that the village administration considered the library to be an important new dimension to community life.

The library was recently moved from the village washateria to the community building which houses the post office, a large hall, and a small alcohol counseling office. To visit the library, post-office patrons need walk only a few more steps. A sign at the entrance to the building as well as on the wall across from the post-office entrance points the way. The location for the library could not be more ideally located at the center of the village and on a thoroughfare for foot traffic.

The room for the library is about 120 square feet, allowing for a table and four chairs in addition to shelving on two walls, a ten-foot wide magazine display rack at waist level along the window wall, and a revolving display rack for paperbacks. The room is well lighted, well heated, and festively decorated with a bright bulletin board and a wall full of children's artwork. On the table is a special book rack for new acquisitions.

The library is open from 2-5 pm on weekdays and from 3-5 on Saturdays with an hour set aside for children's stories and activities. A sign in the hall reminds patrons of the activities and schedules.

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As the library begins its fourth year, the collection of materials has grown to include two sets of encyclopedias, a giant atlas, twelve shelf-feet of reference books, 15 feet of children's books, six feet of Alaskana, and eight feet of applied arts ("how to" books). In addition, 15 popular magazines are displayed in see-through covers. Back issues are bound and kept. A small collection of cassette tapes, perhaps 30-40, are also available. A very positive sign is that community members regularly donate books to the library.

The Library Committee consists of five members, including the City Administrator. The committee meets only twice a year, which is not often enough. Nor are there any school representatives on the committee.

To supplement the basic $5000 library grant, the city contributes about two months salary to the library aide to keep the library open longer hours. This is in addition to provided library space, heat, and light.

To prepare for the library's future, the city has trained two apprentice librarians through the CETA program. The librarian thought she was capable of operating the library independently now, yet she brought up several questions about the library committee, possible cultural adaptation services, museum functions, school liaison, etc., all of which seemed to indicate that she was thinking in terms of a miniature urban library rather than a creative, new learning resource open to a merger of entirely new approaches to learning theory and cultural adaptation.

Such mergers of learning activities will be necessary to support library growth, increased service (hours and salaries), and incentives

to maintain trained and experienced personnel.

The notion of independent operation of the library was further weakened when the librarian expressed a continued need for annual gatherings for training and exchange of ideas, for teleconferences, and for occasional newsletters. How will this local networking be set up and who will coordinate it? Teleconference equipment, for example, is available in Quinhagak and may be used by the library aide, but she was unaware of its existence.

During the briefing prior to the site visit, I was told that there was a strong move to merge the high-school and village libraries. Since some village libraries had experimented with joint school operations and had later moved out, I was curious about this reverse move. The idea originated with the high school principal who had created a new and larger library in unused attic space during the summer. When I visited the high school I learned that the principal was at home ill. The library itself was larger and more complete than any village high-school library I had seen, but the space was fully occupied with loaded book shelves, tables and chairs, and the huge heating duct work which meanders in the hidden areas of these schools.

Neither the librarian nor the city administrator was in favor of a merger since community members are reluctant to enter the school unless they are on official business. During after-school hours there always remains the question of security. A more important issue which would surely arise is that of library management. In addition, the lack of sufficient space in the school library would seem to preclude a merger. Still curious about the principal's reasons for the merger, I attempted to call him at home, without success.

Neither library I have seen so far has a file cabinet. The need for one in a village library is essential.

PILOT STATION

The visit to Pilot Station was made by Edward Tennant on Wednesday, December 14. A lengthy meeting was held with Mayor Dave Cartier in his cubby-hole office in the "dome", the new, spherical town dance and meeting hall which the villagers call "our new qasgiq". This new building epitomized the growth and careful planning which was evident throughout the village and which included the village library.

The status of the library in Pilot Station is temporarily on hold. Within a few weeks the library will move from its present location in a small cache-sized cabin on the edge of the village to the new community recreation center which is a two-story, centrally located building.

The congoleum had just been installed as the last phase of construction in this building. The library is located on the second floor in a large (450 square feet), brightly lighted, richly paneled room with two view windows. A change in the original building plans converted a second-story arctic entryway into an 80-square-foot office, storage, and work area for the library. The library can be locked as well as the work area which is accessible only through the library itself.

The upgrading of the library is indicative of the rapid acceptance of libraries in village thinking and village operations. Only

four of the 16 village libraries are still in their original locations.

Marie Jean Heckman, the Library Aide, is very anxious to get the new library set up. Patronage is at a high level and will certainly increase when the move is completed. Village support, led by the well read mayor, is very strong. If the library can become a culturally adapted, learning resource center, it will become a model in the delta area.

ANIAK

The library is in temporary quarters shared with the ABE and Kuskokwim Community College programs. The staff members speak very positively about the mutual benefits. They believe that use of each of the programs has increased and that the library conveniently provides resource materials. The building is away from community services, but it is adjacent to the road linking the various parts of the city. Since the library is some distance away from the housing area it is not used by children. Evelyn Chamberlain, the Library Aide, commented that the children are bused past the library to and from school. Adult use has increased since the library moved from the school. Aniak is a second class city with a population of 435.

A new Community Center is under construction, which will be a multi-purpose facility housing the library, Day Care Center, Laundromat, Offices and Community Hall. This building is away from other city services, but near the new housing.

The collection is small but neatly arranged. A plywood shelving unit sags with the weight of a set of Encyclopedia Americana.

The reference collection needs attention. No dictionaries were apparent and many non-fiction books were missing. A shelf of books from Kuskokwim Community College is available for students taking classes. The Aide wants to purchase more fiction and non-fiction for all age levels, order a set of World Book Encyclopedia, and replace the popular "how-to" books which have disappeared. Subscriptions have lapsed and need to be reordered. There did not appear to be shelving to display periodicals face outward. Brodart and Follett catalogs are used to order children's books. Sources for information to select adult materials is a problem.

While circulation records are scrupulously maintained, other records are in boxes "somewhere". The reading table doubles as the librarian's desk and there is no filing cabinet--so organization of records is a problem. This library is the only one in the project which has a microfiche reader. It also makes 10 times as much use of interlibrary loan as any other library in the project.

A sign in the window colored with pens identifies the library and announces its hours. The "Bookmobile, Alaskan style" sign is posted in various locations about town. Articles about the library appear in The River, the weekly newspaper published by the city.

LaMont Albertson, the mayor, made positive comments about the library and Chamberlain's work and said the city plans to continue its financial support. In the future, when the city upgrades its computer equipment, there are plans to transfer the older microcomputer to the library. Computer classes are offered by the community college in the village.

The library board has not met for some time, and at least two

board members have moved away. Chamberlain said that the board chairman, the city administrator or the mayor answered questions, gave advice or help whenever needed. I also talked briefly with Craig McMahon, local magistrate and Library Board Chairmen.

No library programs are being offered. Chamberlain is considering taking books to the Day Care Center for a "Read Aloud" session. She would like to begin to borrow films for various organizations.

She spoke highly of the initial practicum training session in Bethel, and believes the teleconferences are a good idea. While she does believe she can manage the library without outside help from a coordinator, she is very interested in further in-service training or continuing education.

KWIGILLINGOK

Site visits tended to confirm that libraries located near public services get more use than those away from general traffic patterns.

"Kwig" is one of two villages where the library and the Post Office are in the same building. The services are separated by a central hall, which is used to store package mail until picked up.

The building is one of a cluster city buildings located near the center of the village, and between the elementary school at one end of the village and the high school at the other. The library is clean and well lighted and appears to have been freshly painted. It was comfortably warm on the day of the visit. That may not be a true test for it was a beautiful sunny day devoid of wind.

An alcove near the library entrance is the convenient location for the librarian's desk. A couple of large alcoves are presently

empty, but could be used for some library purposes. For example, one might be furnished as an area for young children. Low shelving for picture books, carpeting so that it would be comfortable to sit on the floor, and posters would make an attractive area at low cost.

A large table provides space for reading and studying. The library collection is well-organized and attractive. A paperback exchange had been available in the store at one time, but neither the library nor the store is providing that service now. Phonograph records and cassette tapes are available, as well as a cassette player. The library does not have a phonograph.

Some programming has been attempted. A children's reading hour was held in the past, but attendance was not satisfactory. The feasibility of a summer reading program was discussed with Michael Smith, school principal, and the Library Aide of the schools. Both were enthusiastic. School ends in May, and teachers find a drop in reading skills over the long summer vacation, so would be supportive of the program. A majority of the population remain in the village during the summer. Students in grades two through five were recommended for involvement, and Smith said the school could loan audio-visual equipment to the library for summer programs.

Presently there is little opportunity for childen to use the public library. The library closes at the same timeof day as the Post Office, 4 p.m., and the school day ends at 3:30

Christiansen is interested in improving librar services and increasing use. She is uncertain about procedures fr interlibrary loan so has not tried it. Because the village is awiting its new telephone system, she has been unable to participatein the teleconferences.

Circulation and office records are maintained. The librarian's desk has a file drawer.

The "Bookmobile, Alaskan Style" sign is posted outside the library and in various other public locations.

The native language predominated in conversations throughout the village, except in the school or during discussions with me.

The village is not incorporated but is governed by a traditional council. A resolution was passed to establish the library. I met with Owen Lewis, president of the council, but other duties kept James Atti away from the city offices so it was impossible to talk with him. Atti is "Project Manager" or city administrator. There is no library committee. Lewis said he thought, "the library is valuable to some people". While an actual budget allocation has not been made to the library, the village government has given time and attractive and busy quarters to the library. With some change in hours and programming this site has potential for an expanded program.

ST. MARY'S

The village of about 450 people climbs the hillside above the river. The three-room library, adjacent to the city hall, houses the ABE program and the public library. Magazines, paperbacks, a few reference books and the Library Aide are in one room. Another room, the office of the ABE teacher, has a large table which can be used for instruction, reading, study or crafts projects. Most of the non-fiction is shelved in this middle room.

The children's room is furnished with a small low table and

appropriately sized chairs. A partially completed jigsaw puzzle awaits returning users. A cassette player and audiotapes of children's stories are popular, but the librarian laments the few tapes in the collection. After numerous repetitions he can recite some of the stories verbatim! A carpet, floor cushions and colorful posters would make this an attractive room.

The Aide, Isidore Afcan, worked in the Kuskokwim Consortium Library while attending college in Bethel.

The collection is varied. Magazines are displayed cover outward which invites use. The library does not subscribe to a newspaper. The paperback exchange shelves are sorted by reading interests; westerns, suspense, romance, etc. A copy of the city ordinances is on file in the library. Children's artwork is posted on the walls.

A limited amount of equipment is available: 16mm projector, cassette player, and a new filmstrip projector--but no filmstrips. A children's story hour is scheduled two afternoons weekly. No programming has been done for adults. There is interest in recording cultural history. Interlibrary loan has not been requested by library users. Statistics of use are maintained.

The city does not request the full $5000 Library Assistance Grant for which it is entitled--yet the library lacks equipment and program material which could enhance its program. The city manager was out of town and the mayor was at work so it was impossible to talk with them.

I also visited and talked with Pixie Pruitt, librarian for the public elementary and high schools; and Jim Archer, librarian at St. Mary's Catholic High School.

Appendix 3

SUMMER READING PROGRAMS

Summer Reading Programs

A program which can generate strong support from parents and teachers is a Summer Reading Program. Parents and teachers want the children to be successful in school, and teachers are concerned about loss of skills over a summer. Studies have proven the effectiveness of the public library in retaining reading skills.

Barbara Heyns, in her book, Summer Learning and the Effects of Schooling, Academic, 1978, says: "The single summer activity that is most strongly and consistently related to summer learning is reading. Whether measured by the number of books read, by the time spent reading or by the regularity of library usage, reading during the summer systematically increases the vocabulary test scores of children ... summer reading has a substantial effect on achievement that is largely independent of family background ... the public library, directly influences children's reading. Educational policies that increase access to books, perhaps through increased library services, stand to have an important impact on achievement, particularly for less advantaged children" (p.161).

Heyns found that children, whose families had few resources to motivate or to educate them, could learn over the summer anyway if they read many books. Reading books was related to using the public library. Children who did not read books often lost ground during the summer, particularly if their parents were of low socioeconomic status. While Heyn's study took place in Atlanta, Georgia, the conclusions are widely relevant.

The study recognizes the importance of support from the a coordinating agency: "Since libraries are publicly funded, the political

decisions that influence access to books and the delivery of services are directly relevant to the formulation of educational policy. More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer. ... p.177

Materials for summer reading programs should allow flexibility so they can accomodate participants who may be at fish camp, as well as those in town, or so the materials can be used at another time of year. The materials provide a motivation for library use. Commercially developed materials and those prepared for statewide programs in other states are available for purchase at nominal cost. Materials often come in quantity lots which can easily be shared among several libraries. Materials available in a good program include such items as publicity, posters, an activity booklet for use by the librarian, games, bookmarks, balloons, T-shirt transfers, reading folders, certificates and more.

Appendix 4

AUTOMATED NETWORKING

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The Washington Library Network (WLN) is a multi-service bibliographic utility serving about 200 Pacific Northwest libraries. Its computer system is designed to assist libraries in their internal operations and in the sharing of resources. About seven million holdings are included in the computer system.

The Alaska Library Network Catalog is a microfiche product of the WLN computer system. Holdings of a region (Alaska) or of an individual institution (University of Alaska-Fairbanks and Anchorage School District) can be extracted from the computer system to produce a Computer Output Microform Catalog, or COM Cat, as it is known. The COM Cat is the equivalent of the card catalog but in microform format. As an example, the Alaska Library Network Catalog lists holdings of 16 Alaska libraries, including the universities in Fairbanks, Anchorage and Juneau. This COM Cat can be held in one hand, yet it represents thousands of drawers of the card catalogs of Alaska libraries.

Fiche catalogs, unlike card catalogs, can be inexpensively duplicated. It would be possible to put the equivalent of the card catalog, now only in the Kuskokwim Consortium Library in Bethel, into every village with a community college program; as well as in or near every faculty office on campus, if desired. The data tend to

support that knowledge of resources increases the use of those resources.*

The academic libraries in Alaska which are already members of the WLN computer system are the universities in Fairbanks, Anchorage and Juneau; and the Prince William Sound Community College through the Valdez Consortium Library. Mat-Su Community College will be joining in spring, 1984.

The University of Alaska-Fairbanks is now using a microfiche catalog produced by the WLN computer system and is rapidly eliminating its card catalog. Anchorage School District is opening five new schools with COM Catalogs, and no card catalogs are intended. The old card catalogs in other schools are being phased out.

The new automated circulation system to include the University of Alaska senior institutions and the community colleges will interface with the WLN computer system.

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* A comparison from the FY83 Annual Reports of village libraries revealed startling differences in the use of interlibrary loan. Four new Library/Adult Learning Centers on the Seward Peninsula reported 27 to 300+ items borrowed on interlibrary loan in a six month period. In the delta region, half of the libraries reported zero items borrowed during the entire year, six libraries borrowed two to four items, and one library (Aniak) borrowed 34. Aniak is the only library with a microfiche reader. A dramatic and sustained increase in interlibrary loans has been experienced in other states as the microform products of automation made the resources more widely known.